



**DRAFT**

**14-19 CHANGES**  
GCSE

## **HEALTH AND SOCIAL CARE**

**Single and Double Award**

This practical and comprehensive qualification features a broad overall introduction to health, social care and early years, and also offers flexibility for candidates to specialise if they choose.

We've tried to retain the most interesting aspects of the current specification to ensure a smooth transition to the new version, but we have updated aspects of the content to reflect recent changes in health, social care and early years practices.



# What's happening to GCSEs?

## OCR is offering new GCSEs for first teaching in September 2009\*.

We've taken this opportunity to improve the quality of our GCSEs for teachers and students alike.

We've made improvements in three key areas: updated and relevant content, a focus on developing students' personal, learning and thinking skills, and flexible assessment, so you can choose the best learning approach for the job.

We want to make the introduction of these new GCSEs as easy for you to manage as possible.

### The main changes are:

- Controlled assessment will be introduced for most subjects
- The opportunity will be taken to bring course content up to date
- Examinations should provide opportunity for extended writing and more varied question types
- All GCSEs will meet the requirements of the Disability Discrimination Act.

Our approach is to provide consistency across all our GCSEs by offering the flexibility that unitised qualifications bring, allowing teaching and assessment in either a linear or unitised fashion.

\*Not all GCSEs are changing. There are a few exceptions: the new Science GCSE was introduced in 2006. New English, English Literature, ICT and Maths GCSEs will be offered for first teaching in 2010.



## Improving GCSE Health and Social Care with OCR

We've involved teachers throughout the development process, so the new specifications, support materials and schemes of work should be exactly what you need to teach OCR GCSE Health and Social Care. To ensure accuracy in our content, we've also consulted subject associations, professional membership groups, subject societies and other subject experts.



### Our GCSE Health and Social Care offers:

- Option for single and double award qualifications
- Student-led studies on areas of particular interest based in their local community
- Smooth transition from current to new qualification.

### Making change easy

We'd like to make these changes as easy for you to manage as possible. To minimise disruption, we will:

- Guide you through the process of moving to OCR
- Bring you the latest information through our Focus on 14–19 magazine and our new website [www.GCSEchanges.com](http://www.GCSEchanges.com)
- Show you approved specifications one year ahead of first teaching, so you have plenty of preparation time
- Offer you a range of OCR support materials, including schemes of work and sample assessment materials, as we did with A Levels
- Make OCR's publisher partner resources – tailored to the new specifications – available from January 2009
- Endorse a variety of published resources, giving you a wider choice of quality support materials.

We're also running extra INSET and training courses across the UK, so now it's even easier to discover how OCR has developed its specifications.

## Controlled assessment

While reviewing GCSEs, QCA looked into the coursework element of the current qualifications and decided to introduce controlled assessment as a replacement to coursework. This will address some of the issues raised in recent coursework reviews, such as plagiarism.

Controlled assessment has to be done in a supervised environment. However, if the task has a research element, the student may complete this without supervision.



The benefits of controlled assessment include:

- More straightforward marking – for most subjects, students are provided with worksheets to submit their work on
- Improved reliability and validity
- Varying levels of control, to help you manage the assessments and your time more easily
- Greater confidence in authenticating students' work as their own
- Greater ease in fitting assessments into your normal teaching programmes.

For GCSE Health and Social Care, controlled assessment means:

- Task setting – OCR will assume a high level of control in relation to setting tasks for Units A911 and A913. A controlled assessment task will be available from OCR for each unit. These tasks have been designed to meet the full assessment requirements of the units.
- Task taking – OCR will assume a medium level of control. Further details on authenticity and feedback control can be found in the new draft specifications.
- Task marking – OCR will assume a medium level of control. All controlled assessment units will be marked by the centre assessor(s) using awarding body marking grids and guidance, and will be moderated by the OCR-appointed moderator. External moderation will take the form of postal moderation, or e-moderation where evidence has been entered in a digital format.

We will review our controlled assessment tasks every two years.

## Flexible assessment

The assessment for the new OCR GCSEs is organised into units which can either all be taken at the end of the course in a linear fashion, or be used to complement a more unitised approach to teaching and learning. This gives you the flexibility to choose the assessment approach best suited to your centre and your students. A unitised structure gives you the flexibility to co-teach short and full courses.

We already offer assessments that are organised into units at A Level and for some existing GCSEs. For many subjects, assessments will be available twice a year. Flexible assessment means:

- You will have a choice of learning approaches – linear or unitised
- The assessment can be timed to match the point of learning within the course, making it easier for candidates to show what they know, understand and can do
- Students can re-sit a unit rather than repeat the entire assessment
- Some students are motivated by ongoing feedback and this helps them identify their learning needs
- A unitised approach makes it easier for students to stay on track with their studies and manage their time effectively
- The pressure of an 'all or nothing' assessment is removed
- Examination stress is reduced by permitting assessment over a longer period so that not all assessments are concentrated in a narrow window at the end of two years

- With a similar format to A Levels and Diplomas, GCSEs will help prepare students for the next phase of their education.

To ensure that the assessment supports the coherence of the GCSEs and there is no over-assessment, QCA has put two rules in place: 40% of the assessment must happen at the end of the course and only one re-sit of each assessment unit is allowed.

**You may know 'unitised' as modular.**

## Single Award

Unit title and description	Assessment including duration	Weighting
<b>Unit A911: Health, Social Care and Early Years Provision</b> <ul style="list-style-type: none"> <li>The range of care needs of major client groups</li> <li>The types of services that exist to meet client group needs and how they are developed and organised</li> <li>The ways people can obtain services and the possible barriers that could prevent people from gaining access to services</li> <li>The main work roles and skills of people who provide health, social care and early years services</li> <li>The principles of care that underpin all care work with clients.</li> </ul>	Controlled assessment Up to 18 hours research and up to 26 hours writing up	60%
<b>Unit A912: Understanding Personal Development and Relationships</b> <ul style="list-style-type: none"> <li>Personal development and relationships</li> <li>The stages and pattern of human growth and development</li> <li>The different factors that can affect human growth and development</li> <li>The development of self-concept and different types of relationships</li> <li>Major life changes and sources of support.</li> </ul>	Written examination 1 hour	40%

## Double Award

Unit title and description	Assessment including duration	Weighting
<b>Unit A911: Health, Social Care and Early Years Provision</b> <ul style="list-style-type: none"> <li>The range of care needs of major client groups</li> <li>The types of services that exist to meet client group needs and how they are developed and organised</li> <li>The ways people can obtain services and the possible barriers that could prevent people from gaining access to services</li> <li>The main work roles and skills of people who provide health, social care and early years services</li> <li>The principles of care that underpin all care work with clients.</li> </ul>	Controlled assessment Up to 18 hours research and up to 26 hours writing up	30%
<b>Unit A912: Understanding Personal Development and Relationships</b> <ul style="list-style-type: none"> <li>Personal development and relationships</li> <li>The stages and pattern of human growth and development</li> <li>The different factors that can affect human growth and development</li> <li>The development of self-concept and different types of relationships</li> <li>Major life changes and sources of support.</li> </ul>	Written examination 1 hour	20%
<b>Unit A913: Promoting Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Define the health and wellbeing of individuals</li> <li>Interpret physical measures of health for individuals</li> <li>Factors that have positively affected individuals' health and wellbeing</li> <li>Risks to individuals' health and wellbeing</li> <li>Health promotion and improvement methods.</li> </ul>	Controlled assessment Up to 18 hours research and up to 26 hours writing up	30%
<b>Unit A914: Safeguarding and Protecting Individuals</b> <ul style="list-style-type: none"> <li>Key legislation that supports safe practice and maintains health and safety in settings</li> <li>How to recognise potential risks to service users' safety in settings</li> <li>Identify safety features that could help to reduce the risks, how to follow safety procedures and use safety equipment safely</li> <li>First aid practice</li> <li>How to conduct a risk assessment.</li> </ul>	Computer-based test or written examination 1 hour	20%

## What changes, and what stays the same?

	What changes?	What stays the same?
<b>Structure</b>	<ul style="list-style-type: none"> <li>This qualification is now available as a single and double award</li> <li>To obtain a single award, the candidate must complete two units. To obtain a double award the candidate must complete all four units</li> <li>The new Unit A914 has been introduced into the double award.</li> </ul>	<ul style="list-style-type: none"> <li>It remains unitised but can be approached in a linear fashion if required.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>The new Unit A914 about safeguarding and protecting people has been introduced into the double award.</li> </ul>	<ul style="list-style-type: none"> <li>Unit A911 is similar to the current Unit 1 – content reduced to one service only</li> <li>Unit A912 is similar to the current Unit 3 – just 'slimmed down' to reflect single award status</li> <li>Unit A913 is similar to the current Unit 2, although it now forms part of the double award.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>There is now more flexibility with Unit A914, as the assessment will be via computer-based testing and we have allowed a one-week window for this</li> <li>Controlled assessment has been introduced for internally assessed units</li> <li>The OCR Repository option is now available for internally assessed units – this is our new online moderation service – although centres that wish to continue using the paper-based postal service will still be able to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Unit A913 has a very similar approach to the current Unit 3 – it's paper-based with a similar style of questioning, although texts will have less content, therefore reducing the amount of reading</li> <li>Coursework, now controlled assessment, is internally marked and externally moderated.</li> </ul>

### Assessment objectives

The assessment objectives are designed to reflect the non-statutory guidelines for Health and Social Care.

Candidates are expected to demonstrate the following in the context of the content described:

#### AO1

- Recall, select, use and apply their knowledge and understanding of health and social care.

#### AO2

- Plan and carry out tasks in which they analyse issues and problems; and identify, gather and record relevant information and evidence.

#### AO3

- Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

## Support for GCSE Health and Social Care

OCR offers a range of support materials, developed following extensive research and consultation with teachers. We've designed them to save you time when preparing for the new specifications and to support you while teaching them.

Our support materials and events include face-to-face training courses, schemes of work that you can customise, endorsed publisher partner resources, access to teacher and examiner networks (both online and offline), plus an extensive past-papers service.

### OCR's online resources include:

- E-communities – online networks of subject specialists for sharing knowledge, views and ideas
- Interchange – a completely free and secure website that helps you carry out the administrative tasks associated with examinations quickly and easily
- Past examination papers
- Marking schemes
- Subject e-alerts – for teachers who register for updates.

We offer a wide range of training courses in the UK, so you have easy access to information about our new specifications – direct from the experts. See over for more details.



## Training for OCR GCSE Health and Social Care

Our Get Ready events offer a taste of the new specification. Dates are given below, and you can book your place now at [www.GCSEchanges.com/keydates.asp](http://www.GCSEchanges.com/keydates.asp).

Later, we'll be running our Get Started events, which take you through the specification in more detail and help you work towards first teaching. They will take place during the spring and summer terms 2009.

### ***Get Ready – introducing the new specification (first teaching from September 2009)***

This course is for all teachers – new and experienced – who are interested in finding out more about the new specification. It's open to you, even if you don't teach the current OCR specification.

It's a **FREE** half-day session, including refreshments, a light finger buffet and course materials, offering an overview of the new OCR specification in GCSE Health and Social Care. Key features include:

- A look at the new structure, content and assessment methods
- A comparison between old and new specification content
- An introduction to the support and resources available from OCR
- A summary of the benefits of choosing the new OCR specification.

Date	Location	Course code
Wed 2 Jul 08 AM	London	OHSA101
Wed 2 Jul 08 PM	London	OHSA102
Mon 7 Jul 08 AM	Birmingham	OHSA103
Mon 7 Jul 08 PM	Birmingham	OHSA104
Wed 19 Nov 08 AM	London	OHSA105
Wed 19 Nov 08 PM	London	OHSA106
Tues 25 Nov 08 AM	Birmingham	OHSA107
Tues 25 Nov 08 PM	Birmingham	OHSA108
Mon 15 Dec 08 AM	York	OHSA109
Mon 15 Dec 08 PM	York	OHSA110
Tues 3 Mar 09 AM	Birmingham	OHSA113
Tues 3 Mar 09 PM	Birmingham	OHSA114
Thurs 12 Mar 09 AM	London	OHSA111
Thurs 12 Mar 09 PM	London	OHSA112

Please note:

- Free OCR Training courses will not incur any penalty fees however, so that we can offer your place to another delegate please notify us in good time of your course cancellation.
- Dates are subject to change so please ensure you read your booking confirmation and web updates as OCR Training cannot be held responsible for delegates who attend on an incorrect date.
- Courses throughout summer 2008 and autumn 2008 terms may be based on the draft specification.
- \*The times of these courses may vary from the standard advertised time.

## Publishing support for GCSE Health and Social Care teachers

We're working with publisher partner Hodder Education to provide further resources to support teachers of the new specification.

Hodder Education will be publishing an all-new edition of the text by Hilary Thompson and Sylvia Aslangul which is being developed specifically for OCR centres with an additional OCR author team.



To find the latest information on published resources, please visit [www.ocr.org.uk/healthandsocialcare/newgcse](http://www.ocr.org.uk/healthandsocialcare/newgcse) and choose published resources from the right-hand menu.



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**www.ocr.org.uk**

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